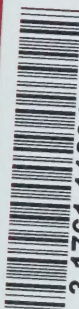


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McMaster University



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**A SUBMISSION  
TO THE  
COMMITTEE ON  
UNIVERSITY  
AFFAIRS**

October 1973





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## INTRODUCTION

As this document was being prepared we have been conscious of the special significance arising from current deliberations on the Report of the Commission on Post-Secondary Education in Ontario. It has been suggested that for this and other reasons 1973-74 may be a year of critical decisions. We believe that the list of questions suggested by the Chairman of CUA reflects the sensitivity of the Committee to the problems which universities are facing, and we have organized our brief around these specific points.

Before addressing ourselves to these points, we would like to refer again to proposals which we put forward in previous submissions. For example, we have indicated on several occasions since 1968 McMaster's willingness to undertake the responsibility for the education of elementary school teachers. We submitted a formal proposal on this matter to the Minister of Education in November 1971 and confirmed this position in December 1972. We wish to reaffirm our interest and capacity to institute such a program whenever the provincial government deems the time is right.

We are also keenly alive to the opportunity and, we believe, the increasing need for a new law school in Ontario. We previously described our interest in such a project in 1968, 1969 and in subsequent years, for it has been evident to us for some time that Hamilton and McMaster would be the logical setting for a new school. A survey which we have just completed indicates that at least one thousand highly qualified candidates were unable to gain admission this year to the existing law schools in Ontario.

We feel it is therefore particularly timely to restate the case for a law school at McMaster. In the first place our professional programs in Engineering, Medicine, Nursing and Social Work are firmly established.





A School or Faculty of Law would contribute significantly to our programs in these fields as well as in Business. Hamilton has an active Bar Association and its members would be certain to support and encourage a new departure in Law. Located, as we are, in the centre of the "Golden Horseshoe", McMaster would be both convenient and accessible to all students who live in this metropolitan area.

The statistics we have cited indicate the high level of student interest in Law. The steadily increasing number of public and private activities that require persons with legal training would support the case for more students to prepare for a career in law. We are convinced that a large number of new career opportunities are open to students with qualifications in law. Therefore, our Senate has just established an ad hoc committee to carry out a study in depth on this proposal.

The sections which follow express McMaster's views on the thirteen major questions which CUA indicated its members would like to discuss with the universities this fall.





## I ENROLMENT





## LONG TERM ENROLMENT DATA 1971-1972 TO 1978-1979

## Instructions:

1. Please complete this report in a manner consistent with the enrolment categorization scheme and definitions reflected on the regular MCU Enrolment Report (UAR Forms). Note particularly, however, the precise requirement under item (a) which is for registration in the 1st. University year subsequent to Grade 13 into undergraduate degree Programs only.
2. Reports for the University of Guelph, the University of Waterloo, and the University of Windsor should be on an FTE basis.
3. For constituent Universities with Federated or Affiliated institutions, Full-Time Enrolment must take into account net teaching service performed for these Institutions, and will therefore, be stated in terms of FTE for teaching services performed (Toronto, Waterloo, Western and Laurentian).

	1971 -72	1972 -73	1973 -74	1974 -75	1975 -76	1976 -77	1977 -78	1978 -79
a. Full-Time "Freshman Intake" (i.e. 1st Year Undergraduate Degree)	2448	2313	2337	2360	2387	2413	2439	2465
b. Total Full-Time Undergraduate (including diploma and other non-degree and make-up or qualifying year)	7240	7272	7384	7500	7584	7656	7740	7790
c. Total Graduate (Fall-Term)	1172	1171	1174	1256	1319	1370	1417	1450
d. Total Full-Time Enrolment (b) plus (c)	8412	8443	8558	8756	8903	9026	9157	9240
e. FTE of Part-Time Enrolment using appropriate Formula Conversion Factors (excluding "Summer School" Graduate Students)	1275	1468	1585	1612	1642	1672	1700	1730
f. FTE Enrolment (d plus e)	9687	9911	10,143	10,368	10,545	10,698	10,857	10,970

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## UNDERGRADUATE ENROLMENT DATA

## DEGREES AWARDED BY LEVEL

	1971-1972 ACTUAL	1972-1973 ACTUAL	1973-1974 ESTIMATED	1974-1975 PROJECTED	1975-1976 PROJECTED	1976-1977 PROJECTED	1977-1978 PROJECTED	1978-1979 PROJECTED
<u>GENERAL DEGREE</u>								
<u>B.A.</u>	690	783	581	494	454	457	460	465
B.Sc.	129	139	109	104	109	117	122	130
B.Sc.Med.	9	11	10	12	15	15	15	15
Other (Specify)								
B.A./B.P.E.	154	160	122	118	120	-	-	-
B.A./B.S.W.	35	43	48	42	38	38	44	44
B.P.E.	-	-	-	-	-	120	124	125
HONOURS DEGREE								
<u>B.A.</u>	263	247	311	295	263	260	258	265
B.Sc.	69	108	96	101	112	120	125	130
Other (Specify)								
MUS.BAC	7	10	7	22	19	21	23	23
B.COM.	43	63	112	154	170	174	178	179
<u>FIRST PROFESSIONAL DEGREE</u> (Specify)								
B.ENG	121	107	121	93	102	103	109	110
B.ENG.MGMT.	-	-	-	8	14	15	15	15
B.SC.N.	25	50	52	51	62	70	70	70
M.D.	19	40	65	82	83	94	105	105
M.DIV.	7	5	5	4	6	6	6	6
B.D.	1	No longer offered						
M.R.E.	-	3	4	1	5	5	5	5
<u>TOTAL DEGREES</u>	1572	1769	1643	1581	1572	1615	1659	1687



UNDERGRADUATE ENROLLMENT DATA

DEGREES AWARDED BY LEVEL

<u>1971-1972</u> ACTUAL	<u>1972-1973</u> ACTUAL	<u>1973-1974</u> ESTIMATED	<u>1974-1975</u> PROJECTED	<u>1975-1976</u> PROJECTED	<u>1976-1977</u> PROJECTED	<u>1977-1978</u> PROJECTED	<u>1978-1979</u> PROJECTED
----------------------------	----------------------------	-------------------------------	-------------------------------	-------------------------------	-------------------------------	-------------------------------	-------------------------------

DIPLOMA

(Specify)





## GRADUATE ENROLMENT DATA

GRADUATE DIPLOMAS AND DEGREES AWARDED / TO BE AWARDED BY DISCIPLINE AREA		1972-1973		1973-1974		1974-1975		1975-1976		1976-1977		1977-1978		1978-1979	
	1971-1972	1972-1973	1973-1974	1974-1975	1975-1976	1976-1977	1977-1978	1978-1979							
	ACTUAL	ACTUAL	ESTIMATED	PROJECTED	PROJECTED	PROJECTED	PROJECTED	PROJECTED							

## AGGREGATE FIGURES

Master's	435	380	375	425	464	505	533	560							
Doctoral	80	91	104	111	127	129	103	113							
Other (Specify)	22	20	24	20	20	20	20	20							
Total	537	491	503	556	611	654	656	693							

## FIGURES BY DISCIPLINE AREA

## EDUCATION

Master's  
Doctoral  
Other (Specify)  
Total

## FINE AND APPLIED ARTS

Master's  
Doctoral  
Other (Specify)  
Total

## HUMANITIES AND RELATED

Master's  
Doctoral  
Other (Specify)  
Total

## SOCIAL SCIENCES AND RELATED

Master's  
Doctoral  
Other (Specify)  
Total

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## GRADUATE ENROLMENT DATA

## GRADUATE DIPLOMAS AND DEGREES AWARDED / TO BE AWARDED BY DISCIPLINE AREA

	1971-1972 ACTUAL	1972-1973 ACTUAL	1973-1974 ESTIMATED	1974-1975 PROJECTED	1975-1976 PROJECTED	1976-1977 PROJECTED	1977-1978 PROJECTED	1978-1979 PROJECTED
<b>AGRICULTURAL AND BIO-LOGICAL SCIENCES</b>								
Master's	9	9	10	12	15	16	17	20
Doctoral	7	3	8	8	10	9	9	10
Other (Specify)	-	-	-	-	-	-	-	-
Total	16	12	18	20	25	25	26	30
<b>ENGINEERING AND APPLIED SCIENCES</b>								
Master's	69	61	61	61	75	81	82	84
Doctoral	13	16	16	16	20	17	15	15
Other (Specify)	-	-	-	-	-	-	-	-
Total	82	77	77	77	95	98	97	99
<b>HEALTH PROFESSIONS AND OCCUPATIONS</b>								
Master's	2	4	7	12	15	23	28	31
Doctoral	3	2	3	3	6	9	8	8
Other (Specify) Diploma	22	20	24	20	20	20	20	20
Total	27	26	34	35	41	52	56	59
<b>MATHEMATICS AND THE PHYSICAL SCIENCES</b>								
Master's	36	44	38	40	41	43	46	49
Doctoral	34	48	44	42	41	39	28	30
Other (Specify)	-	-	-	-	-	-	-	-
Total	70	92	82	82	82	82	74	79

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GRADUATE ENROLMENT DATADISTRIBUTION OF NEW REGISTERED GRADUATE STUDENTS (FULL-TIME AND PART-TIME)BY DISCIPLINE AREA

## Instructions:

A new graduate student is defined to be a graduate student who is new to a particular graduate program in the institution. This includes students new to the institution and new to graduate studies in the institution. The number of such new students should be determined for each term and then added up over the three terms to give the number of new graduate students in a given year. The terms should be considered in the order fall, winter, spring so that, for example, the 1970-71 year consists of Fall 1970, Winter 1971, Spring 1971.

		1970-1971	1971-1972	1972-1973	1973-1974
		ACTUAL	ACTUAL	ACTUAL	ESTIMATED
Full-Time	-Master's	409	447	461	456
	-Doctoral	63	75	45	79
	-Other (Specify) Diploma	17	19	18	24
	-Total	489	541	524	559
Part-Time	-Master's	143	77	82	89
	-Doctoral	-	-	-	-
	-Other (Specify)	-	-	-	-
	-Total	143	77	82	89

FIGURES BY DISCIPLINE AREA  
EDUCATION

Full-Time	-Master's
	-Doctoral
	-Other (Specify)
	-Total
Part-Time	-Master's
	-Doctoral
	-Other (Specify)
	-Total





GRADUATE ENROLMENT DATADISTRIBUTION OF NEW REGISTERED GRADUATE STUDENTS (FULL-TIME AND PART-TIME)BY DISCIPLINE AREA

	<u>1970-1971</u> ACTUAL	<u>1971-1972</u> ACTUAL	<u>1972-1973</u> ACTUAL	<u>1973-1974</u> ESTIMATED
<u>FINE AND APPLIED ARTS</u>				
Full-Time				
-Master's				
-Doctoral				
-Other (Specify)				
-Total				
Part-Time				
-Master's				
-Doctoral				
-Other (Specify)				
-Total				
<u>HUMANITIES AND RELATED</u>				
Full-Time				
-Master's	100	108	119	89
-Doctoral	19	12	7	17
-Other (Specify)	-	-	-	-
-Total	119	120	126	106
Part-Time				
-Master's	6	1	7	8
-Doctoral	-	-	-	-
-Other (Specify)	-	-	-	-
-Total	6	1	7	8
<u>SOCIAL SCIENCES AND RELATED</u>				
Full-Time				
-Master's	161	160	182	245
-Doctoral	16	21	14	18
-Other (Specify)	-	-	-	-
-Total	177	181	196	263

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GRADUATE ENROLMENT DATADISTRIBUTION OF NEW REGISTERED GRADUATE STUDENTS (FULL-TIME AND PART-TIME)BY DISCIPLINE AREA

	<u>1970-1971</u>	<u>1971-1972</u>	<u>1972-1973</u>	<u>1973-1974</u>
	<u>ACTUAL</u>	<u>ACTUAL</u>	<u>ACTUAL</u>	<u>ESTIMATED</u>
<u>SOCIAL SCIENCES AND RELATED</u>				
Part-Time	128	65	65	68
-Master's	-	-	-	-
-Doctoral	-	-	-	-
-Other (Specify)	-	-	-	-
-Total	128	65	65	68
<u>AGRICULTURAL AND BIO-LOGICAL SCIENCES</u>				
Full-Time	15	13	14	11
-Master's	2	5	2	7
-Doctoral	-	-	-	-
-Other (Specify)	-	-	-	-
-Total	17	18	16	18
Part-Time	-	-	-	-
-Master's	-	-	-	-
-Doctoral	-	-	-	-
-Other (Specify)	-	-	-	-
-Total	-	-	-	-
<u>ENGINEERING AND APPLIED SCIENCES</u>				
Full-Time	74	78	83	45
-Master's	10	15	2	11
-Doctoral	-	-	-	-
-Other (Specify)	-	-	-	-
-Total	84	93	85	56
Part-Time	9	10	5	7
-Master's	-	-	-	-
-Doctoral	-	-	-	-
-Other (Specify)	-	-	-	-
-Total	9	10	5	7

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GRADUATE ENROLMENT DATADISTRIBUTION OF NEW REGISTERED GRADUATE STUDENTS (FULL-TIME AND PART-TIME)BY DISCIPLINE AREA

		<u>1970-1971</u>	<u>1971-1972</u>	<u>1972-1973</u>	<u>1973-1974</u>
		<u>ACTUAL</u>	<u>ACTUAL</u>	<u>ACTUAL</u>	<u>ESTIMATED</u>
<u>HEALTH PROFESSIONS AND OCCUPATIONS</u>					
Full-Time	-Master's	9	13	19	16
	-Doctoral	2	7	4	3
	-Other (Specify) Diploma	17	19	18	24
	-Total	28	39	41	43
Part-Time	-Master's	-	-	2	3
	-Doctoral	-	-	-	-
	-Other (Specify)	-	-	-	-
	-Total	-	-	2	3
<u>MATHEMATICS AND THE PHYSICAL SCIENCES</u>					
Full-Time	-Master's	50	75	44	50
	-Doctoral	14	15	16	23
	-Other (Specify)	-	-	-	-
	-Total	64	90	60	73
Part-Time	-Master's	-	1	3	3
	-Doctoral	-	-	-	-
	-Other (Specify)	-	-	-	-
	-Total	-	1	3	3

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## 1. LONG-TERM ENROLMENT PROJECTIONS

The undergraduate enrolment projections shown in CUA-73-A take account of the recent decrease in our rate of growth and assume that no new factors are introduced which significantly alter the proportion of full-time students which enter McMaster. Likewise, we assume that alternate forms of post-secondary education and part-time degree studies will continue to draw about the same proportion of the age group as they do now.

Graduate enrolment projections take note of the fact that our overall graduate enrolment is slightly up in 1973-74 over the previous years and that areas such as the physical sciences earlier suffered substantial declines have now stabilized. We expect slow growth in enrolment in many areas and believe that the high praise given to several of our programs in the ACAP discipline assessments will result in a faster build-up of numbers than might otherwise be the case.

It is expected that there will be growth at the Master's level in the Social Sciences and related category, Engineering and the Health professions. Increases in Doctoral enrolments are expected primarily in the Social Sciences and related category, and in the Health Professions.





## 2. SHIFTS IN STUDENT PREFERENCES

The enrolment in each Faculty for the current year and the past four years are set out in Table 1. It is noted that the proportions in Humanities show a slight decrease while there is an increase in the Faculty of Business. Natural Sciences, Social Sciences, and Engineering program enrolments are reasonably stable. In the Faculty of Humanities, there appears to be an increase in the Fine Arts and Music, while English, History and Philosophy have shown a decrease. In the Faculty of Social Sciences, Sociology and to some extent Anthropology have shown an increase while Economics, Political Science, Psychology, and Religion have shown a decrease. In the Faculty of Science relative numbers appear generally stable with an increase in Biology. In the Faculty of Engineering, Chemical Engineering has shown a marked decrease while there has been a marked increase in Civil Engineering, and respectable growth in the relatively new Engineering Physics program.

As far as shifts to "professional" programs are concerned, there has been an increase, as noted above, in preference for Business, but no similar trend for Engineering. Nursing, Medicine and Social Work have fixed enrolment ceilings and these have been easily achieved. It is noteworthy that the number of applicants for Medicine has increased significantly (1050 in 1971, 1390 in 1972, and 1996 in 1973). This, in part, may be due to the growing awareness of the unique McMaster medical program.



PROGRAM ENROLMENT (BY FACULTY)

1969-74 (December 1)

TABLE I

FACULTY	1969-70		1970-71		1971-72		1972-73		1973-74	
	N	P	N	P	N	P	N	P	N	P
BUSINESS	366	6.7	450	7.3	560	8.5	710	10.9	854	13.0
HUMANITIES	1165	21.4	1257	20.4	1323	20.1	1176	18.0	1136	17.2
SOCIAL SCIENCES	2324	42.8	2755	44.7	2884	43.7	2752	42.1	2770	42.0
NATURAL SCIENCES (less Nursing)	1062	19.5	1134	18.4	1244	18.8	1308	20.0	1236	18.7
ENGINEERING	517	9.5	571	9.3	588	8.9	590	9.0	600	9.0
TOTAL	5434		6167		6599		6536		6596	
NURSING	142		170		192		220		249	
MEDICINE	20		60		124		188		225	

(Numbers in Nursing and Medicine are controlled and have not been included in the proportions as they would distort the indication of student preferences).





### 3. STOP-OUT EXPERIENCE

At the present time we have only limited data on students who are academically qualified to proceed with their programs but who choose to stop (or drop) out. Table 2 shows that a total of 245 students who had stopped out between 1966 and 1970 returned to McMaster by 1971. Of these 154 entered the regular full-time program and 91 entered part-time studies. We do not have data on the fate or intentions of other students who have stopped or dropped out. Table 3 shows for each of the past three years, the number of non-returning students in each of three categories of academic performance. It also shows, for comparison's sake, the grade distribution of all undergraduate students in their final examinations in each of the past three years.

TABLE 2  
ANALYSIS OF McMASTER EXPERIENCE  
WITH STOP-OUTS  
WHO HAVE RETURNED TO McMASTER

Number Stopping-Out In:	Number Returning In:
1966 - 19	1967 - 9
1967 - 41	1968 - 35
1968 - 48	1969 - 30
1969 - 74	1970 - 82
1970 - 63	1971 - 89
<hr/> 245	<hr/> 245



TABLE 3  
NUMBER OF NON-RETURNING STUDENTS  
AND  
THEIR ACADEMIC PERFORMANCE

	1970-71			1971-72			1972-73		
<u>Average</u>	<u>No.</u>	<u>%*</u>	<u>%**</u>	<u>No.</u>	<u>%*</u>	<u>%**</u>	<u>No.</u>	<u>%*</u>	<u>%**</u>
<50	394	49.4	7.1	667	51.0	6.6	611	50.0	6.6
50-65	262	32.8	40.3	437	33.5	38.6	382	31.4	35.8
>65	142	17.8	52.6	203	15.5	54.8	227	18.6	57.6
Total	798	100.0	100.0	1307	100.0	100.0	1220	100.0	100.0

\* Percentage of total number of undergraduate students in each performance category

\*\*Percentage distribution of undergraduate grades in May examinations

#### 4. STAFFING POLICIES IN RELATION TO CHANGING ENROLMENT PATTERNS

McMaster has addressed itself in several ways to the consequences of steady state enrolment and shifting student preferences. Our solutions are intended to realize two major needs--flexibility and adaptability.

Perhaps our most successful adaptation has been the provision of a significant number of adult education courses on a load teaching basis. This is dramatically seen in the fact that six out of every seven extension courses in Humanities will be provided this year by faculty as part of their normal teaching load; in 1971-72 every extension course in this Faculty was taught on an overload basis. Almost half of the extension



courses in Social Sciences will be provided on load this year and there has also been an appreciable increase in the number of Science courses taught on this basis. In this way, economies that have been realized in relatively overstaffed departments have made possible additional appointments in seriously understaffed departments.

We are also giving serious study to offering early retirement or part-time appointments to tenured faculty. Early retirement will make it possible to recruit new faculty in a period of stable enrolment thus providing an important element of flexibility in staffing and helping to maintain a suitable age mix.

There is also encouraging evidence that some faculty will be prepared to respond to the challenge of changing student interests by teaching outside their specialties. We are also encouraging interdisciplinary programs that will make possible broader faculty engagement in innovative programs.

In the last two years we have looked very carefully at new appointments; and where there is uncertainty about the long run justification for a position we have made appointments on a contractually-limited rather than on a term (probationary) basis.

## 5. POLICY ON CLASS SIZE

While McMaster does not have a formal policy on class size, considerable attention has been given to both ends of the size spectrum. Some departments are now sectioning their very large first year classes and other departments are now offering a choice of introductory courses.





In Chemistry, large lecture sections have been retained but considerable effort has gone into the development of audio-visual and other means of helping individuals with their particular problems. Although all these measures have helped, we cannot yet claim to have overcome the problem of large classes, especially in Years I and II.

We have made some progress in reducing the number of very small senior and graduate classes. Several departments have rationalized their undergraduate course structure to achieve larger groups in senior courses. Increasingly, day and evening classes are being scheduled together as "twilight" courses to increase the size.

Continued effort will be required to rationalize class size to the maximum extent possible. However, even when this has been done, the distribution of students among the various specialties will inevitably result in some third and fourth year and graduate classes which are smaller than is desirable from either an economic or academic point of view.

Finally, we recognize that there are a few courses in which the enrolment must be limited because of the nature of the subject matter or of the limitations of facilities. These include field courses, studio courses, certain advanced laboratory courses, and seminars.

## 6. POLICY ON ADMISSION OF NON-CANADIANS AND STUDENTS FROM OTHER PROVINCES

In graduate studies our admission standards for all students have been raised over the past few years and upper second-class standing is



now the minimum standard for admission into all graduate programs in the Arts and Sciences. The fact that we continue, nevertheless, to receive a very large number of highly qualified foreign applicants is an acknowledgement of the outstanding international reputations enjoyed by many of our graduate programs and we believe that this is a situation of which the public can feel justifiably proud. The foreign students give even greater breadth of experience and further enrichment to these graduate programs. In our view it is contrary to our best academic interests to establish a rigid quota of foreign students in any program.

In accepting foreign graduate students, however, we have remained sensitive to public concerns over the disposition of provincial funds. For example, we have ceased advertising overseas and in recent years, the proportion of foreign students in the new graduate student intake has been slightly less than one quarter. It seems probable that this ratio will stabilize over the next few years at around twenty percent.

One other point that must be kept in mind in considering the proportion of foreign graduate students in a university such as ours, is that the intake has to be balanced against the outflow of students from Ontario and Canada who continue to seek graduate training in other countries, particularly in the United States and the United Kingdom. The net gain from these transfers of students can only be regarded as a positive one for our society over the long run.

With respect to undergraduates, we insist upon these students meeting our normal academic admission requirements as well as demonstrating their ability to use the language by passing the University of Michigan English Language Test. It is also worth noting that all undergraduate students from foreign countries must demonstrate that





they have adequate financial resources before they are granted student visas.

A word should be said about foreign students in the Faculty of Medicine. The number of foreign undergraduates is very small since by far the vast majority of medical students come from Ontario. Post-graduate education in Medicine falls essentially within the distribution described for other areas of graduate education.

We admit students to our graduate or undergraduate programs from other provinces if they meet our normal admission requirements. Again the situation in the Division of Health Sciences is somewhat different as indicated above. We believe that careful consideration should be given to the advantages accruing to Canada from a policy that will encourage Canadian undergraduate students to seek their education in other than their home provinces.

## 7. UNIVERSITY APPLICATION CENTRE

While the complete admissions cycle for the first year of operation of the Ontario Universities' Application Centre has not yet been completed, the indications so far are that the Application Centre is living up to the expectations of McMaster University. Taking into consideration that this has been the first operating year, it appears that the staff of the OUAC has done an excellent job in making the system work.

In particular, some savings in coding and key punching have been realized and the identification of multiple applications and the control of multiple acceptances has greatly facilitated enrolment forecasting. The provision of timely statistics on a periodic basis has proved useful.



## II UNDERGRADUATE STUDIES



## 1. NEW UNDERGRADUATE PROGRAMS

McMaster wishes to bring to the Committee's attention several new undergraduate courses and programs:

"Sex Roles and Social Structure" was first offered in 1972-73 and is interdisciplinary in character and open to any undergraduate student, both full-time and part-time. There was wide student interest in this course, necessitating both a day and an evening section, and the course is being offered again in 1973-74.

The Faculty of Engineering in collaboration with members of the Faculty of Medicine, is offering three new courses in biomedical engineering designed to introduce engineering and science students to this important subject.

An integrated four-year program in Physical Education has been approved by Senate and is being phased in, beginning with students who entered in September 1973. The program aims to improve and diversify professional training in keeping with new developments in the discipline, and with the more scientific approach possible with the new teaching and laboratory facilities which have just become available with completion of the academic wing of the Physical Education complex.

Attention is also directed to programs presently under consideration: A proposal for an inter-Faculty, independent studies program has been prepared by an enthusiastic group of faculty members and students. This proposal, which is now before Senate, sets out a program which would give selected students who have a capacity for self-education a large say in





designing their own educational programs. It is hoped that these students will, with the help and advice of faculty members, define their academic goals and decide upon the route which will best achieve these. Most such students will do a good deal of supervised but otherwise independent work but will be free to take formal courses, when appropriate. It is expected that the evaluation of independent studies students will take a form similar to that commonly used to assess the progress of graduate students.

The Faculty of Engineering has approved a part-time program which would provide updating and advanced training to practising engineers. Further studies on implementation, cost and demand for the program are in progress.

## 2. CALIBRE OF ENTERING STUDENTS

McMaster faculty have a number of strong impressions regarding the calibre and extent of previous training of recent high school graduates. Three comments recur with such frequency that they must be taken seriously:

1. There has been a recent decline in "general literacy", i.e. the ability to read with understanding and to express oneself clearly.

2. There has been a general decline in the rigor with which many subjects are presented. This shows up not only in knowledge of subject fields, but also in a low level of verbal skills. It would seem that the emphasis on "discussion", and the downgrading of essays and examinations has been at the expense of disciplined learning. It is not the discussion approach as such that is being questioned, but the apparent shortcomings in applying it.



3. There is now great heterogeneity in the topics covered in various schools. This is most serious in highly sequential subjects like Mathematics and the physical sciences. We would plead for some agreement regarding core topics in these subjects, believing that sufficient time could still be left for the pursuit of particular (i.e. non-core) topics of interest to individual teachers and classes.

There is also concern, especially in Humanities, that fewer students are studying languages other than English.

Finally, there can be no doubt that in this time when standards are set locally and student records are open documents, more untalented students than ever before are receiving marks which allow them to enter university.

Concern is also expressed that the difference in standards among high schools may create inequities for students since performance which is awarded 60% or more in one school may rate a significantly lower mark at another. Thus, it is argued that whether or not some borderline students are eligible to enter university is, in part, an accident of the school attended. Quantitative data on this point are hard to come by, but our limited analysis of the situation suggests that this concern does have some basis in fact.

In spite of these rather critical comments, we do not wish to leave the impression that we regard all of the changes which have taken place since the demise of Departmentals in a negative way. Certainly, more creative use is being made of Grade XIII (level 5) in the better schools than was previously the case. It is, perhaps, for this reason that the best of the recent graduates seem to be better than those of previous years.



We note, with approval, that the credit system in the high schools makes it possible for able and energetic students to complete their work in four rather than five years. It is our conviction that a reasonably large fraction of university-bound students should be strongly encouraged to take advantage of this opportunity. We do not find that graduates of Ontario Grade XIII are better prepared than students from other jurisdictions who have completed their schooling in twelve years.





### III GRADUATE STUDIES



## 1. ACAP PLANNING ASSESSMENTS

This University is committed firmly to the principles and practices of the ACAP planning assessments since we are convinced of the great importance of this activity wherein there is a serious and collective involvement of the university communities in the rational planning of graduate work in the Province.

The different ACAP assessments that already have been completed have provided valuable guidelines and recommendations for the careful planning of the use of public resources not only on a Province-wide basis but also on an intra-university level. We have welcomed this opportunity to review and assess our own University's strengths and weaknesses in these particular areas and we stand prepared to abide by the policies that evolve from the ACAP assessments whether or not they are particularly favourable or unfavourable to this University. We deem it essential that the previous commitments to the ACAP assessments now be honoured at the implementation stage. If this is not done, there is a real danger that the limited public resources will be dissipated to the detriment of the strong graduate schools, the present and future graduate students, and the Ontario university system.

We would stress one final point in regard to the ACAP assessments and this concerns the urgent need for retaining considerable flexibility in the planning process. The ACAP assessments relate to disciplinary and university graduate programs as they exist today and as they have evolved over the past several years. Since it is impossible to predict precisely what future forms and groupings of intellectual and academic interest may emerge, it would be a serious mistake to adopt overly restrictive policies that might sap the intellectual vitality and creativity of our graduate schools.



## 2. CONCEPT OF "PROVISIONAL EMBARGO"

We endorse this concept on the grounds that it facilitates the joint review by the Ontario universities of their commitments and plans in certain areas of graduate study that might otherwise have been passed over in the ACAP assessments, because of time and financial constraints.

## 3. PROGRAM INNOVATIONS

At a time when the goals, the practices and the funding of graduate education are coming under increasing scrutiny by the public, government and the universities themselves, we have sought at McMaster to be as responsive as possible to the different questions and issues being raised in these various contexts.

On the one hand, we have continued a searching review of overall graduate policies and practices within the University with a view to maintaining the highest intellectual standards while trying to ensure that the changing academic interests and aspirations of students and faculty are met. We have, for example, recently completed a University-wide review of requirements and practices for the Master's degrees and this has resulted in a set of recommendations calling for uniformly higher standards of achievement.

On the other hand, we have sought to structure carefully some new graduate programs and program innovations in line with newly emergent intellectual strengths and groupings within the University and certain perceived needs in society. This year we will begin new programs





leading to the Ph.D. in Anthropology, the Ph.D. and M.Sc. in Neurosciences, the M.A. in Social Welfare Policy, and the M.H.Sc. in Health Care Practice.

Three innovations in existing programs deserve mention. First, we have begun this year the Co-operative Work-Study M.B.A. program which opens up the possibility of graduate study to a far larger number of students currently employed in the local community. Second, we have introduced a new type of M.Sc. degree program, one with thesis only. This allows first-class students to proceed directly from the Bachelor's degree into a research program. Finally, in co-operation with Ford of Canada we have established a six-year program of Graduate Fellowships in Urban Studies which will promote the training of students in interdisciplinary approaches to urban studies questions.

These developments represent the more conspicuous changes and innovations in our graduate programs. However, we wish to stress that there are many exceptionally strong, time-tested programs on our campus, particularly in the Physical and Engineering Sciences, in which intellectual innovation has always been the main driving force. Many of these programs have served the needs of society very well.

It is after all the quest for new knowledge, new perceptions, and new interpretations, which may then be passed on to others, that is the essence of a university's role; and while it is proper that we give attention to the tailoring of some new graduate programs to newly emergent concerns of society, it is intellectual innovation rather than program innovation that remains our central and long-run concern. We intend to continue to emphasize, therefore, the highest possible standards of scholarship, a primary focus upon research-based degrees, and the



encouragement and rewarding of independent critical thought by all of the graduate students for whom we have responsibility. Only in this way, we believe, will our duty to society be properly discharged.



#### IV HEALTH SCIENCES





## 1. IMPACT OF NEW PROVINCIAL GUIDELINES ON MEDICAL SCHOOLS

The new provincial resource guidelines on educational facilities in the health sciences and guidelines on the number of students that can be accepted into medical school programs have a number of implications for McMaster University.

The resource allocation for the next ten years put forward from the Ministry of Health has to be considered in relation to the overall activities of the health services programs in Hamilton and to the educational programs at McMaster University and Mohawk College of Applied Arts and Technology. It is our understanding that these monies are to be used for renovation of existing structures, redevelopment of outdated institutions and the development of any new facilities related to the development of new programs at Mohawk College and McMaster University (e.g. a School of Dentistry). The hospitals which are involved in the teaching programs will not be eligible for funding from other government sources for rebuilding of existing structures or renovations required for their service programs. Since there are outdated facilities in Hamilton which require rebuilding, these will have first call on the available resources. Thus, it is possible that assigning such restricted funds to meet the needs of certain institutions will, in turn, limit renovations in other institutions in relation to program changes in education and the development of new programs which require additional facilities.

The constraints affect the projected enrolment in medicine at McMaster University for the latter part of the decade. We had originally proposed to move to admit 120 new students by 1976 or 1977. With the current guidelines we cannot progress beyond 100 students which we hope to reach in the academic year 1975-76.



The problem which professional schools face is a great excess of qualified applicants for the available places. It seems unfair if provincial institutions are capable of and are prepared to expand their enrolment that this not be done so that citizens of this Province can attend their own institutions. This is particularly true, as long as unlimited immigration of health professionals into the Province is allowed. The constraints on post-graduate education are reasonable but will require our continuing to allocate resources for the development of units for training in primary health care. This is an area which is new and has not been thoroughly examined, but one in which the costs of education are greater than those of education carried out within an institutional setting. It may well be that for us to reach the objective of 50% of the post-graduate students in specialty training and 50% in primary care, additional funding will be required.

The growth in student enrolment in Health Sciences at McMaster University is progressing according to the established plan. During this period of growth it is essential that we be still able to recruit the additional faculty necessary for our health services, research and education programs in order to handle the growth in student enrolment. If University funding for Health Sciences during this growth period is on the basis of the slip year, it will be difficult to match the growth in students with the time required to recruit and train the faculty to work within the type of education program we have developed. We would prefer that the Health Sciences funding be left outside the slip year formula until we have reached full growth in our enrolment in Health Sciences. This will occur in the year 1978-79 when we reach our full enrolment of 100 students in each year of medicine.



The government will also have to establish some policy in respect of the continuation of pilot projects such as the education of nurse practitioners.

## 2. UNIVERSITY'S INVOLVEMENT IN REGIONAL HEALTH SCIENCES PLANNING

From its inception, the Division of Health Sciences at McMaster University has been involved with the regional institutions in the development of educational and health care programs. The health services developments in the Medical Centre have been planned in co-operation with the Hamilton District Health Council of which we are a member. We take part in district planning for the use of facilities and manpower for educational programs at McMaster and Mohawk College.

We have made available to the Hamilton District Health Council and its member institutions, resources for health services research. This could, as the Health Council develops, become an increasingly important area of activity for the Division of Health Sciences and one which will put increased pressure on our limited resources in this area. In addition, it is proposed to develop a program for health services administration which will take advantage of the unique arrangements in Hamilton for the education of students in this important field.



## V RESEARCH





## 1. UNIVERSITY RESEARCH POLICY AND RESEARCH ADMINISTRATION

Scholarship and research have long been recognized as necessary support for teaching at all levels in the university and, at McMaster University, a very significant emphasis is placed on such activities. A large proportion of the research is associated with the education of graduate students, but the University believes firmly that the research role goes beyond that supportive of this requirement.

In the course of their normal University responsibilities, faculty members engage in a wide spectrum of research and scholarly activities. Some of this activity is carried out by faculty who have no outside support but much of it receives financial support from a variety of granting and contract agencies. It is the University's firm policy that proper provision is made to ensure that the results obtained from these research activities may be published freely in the open literature and that discussion of the research problems may be held in seminars.

The University is also called upon from time to time to lend its expertise and facilities to solve specific problems in the industrial community and, accordingly, the University is involved in some research activities which are carried out with discretion to the particular company's wishes. In some instances, an individual faculty member may consult directly with the company concerned under the provisions of the University's Consulting Policy, but more generally, the University enters into an agreement with the company and carries out the greater part of the research project on campus under the supervision of a faculty member.



It is recognized, however, that in order to achieve the highest possible standards much of our research effort must be concentrated in well-defined areas. With the view, therefore, to strengthening those areas in which the University wishes to develop special expertise, academic staff are selected because of their particular training and background, and in this regard, the rationalization of research at McMaster University can be related directly to the hiring policies.

Once appointed, most faculty members have complete freedom to pursue their research interests, consistent with the University's role in research -- the acquirement of new knowledge that can be published freely in the open literature. A few faculty, however, who are appointed specifically to carry out research in an area supported by a negotiated development grant do not have the same degree of freedom, but are guided in their research activities by the overall objectives of the negotiated grant.

The financial support for the research activities is mainly to the individual faculty members in the form of grants from Canada Council, Medical Research Council, and National Research Council to cover the direct costs for equipment, supplies, partial graduate student support, and associated research staff. These grants do not carry provision for an overhead allowance in support of the University's indirect costs associated with the research. These indirect costs are met from the income derived by the University on the basis of its student enrolment. In addition to these grants, however, the University does enter into some research under contract or research agreements, which do include provision for the support of overhead costs.



Since research is essentially a creative activity, its quality is dependent upon the excellence of the individual researcher. This does not, of course, preclude or downgrade collaborative or co-operative research endeavours involving several researchers. On the contrary, through the active encouragement of group research activities, the University has received a number of negotiated development grants from the research councils, including support for the Institute for Materials Research, Metalworking Research Group, Communications Research Laboratory, Isotope and Nuclear Studies in the Earth Sciences, Wastewater Treatment Research, and Bio-Medical Engineering. In addition, McMaster has received support in the form of special installation grants to enable the development of the Tandem Accelerator and Nuclear Reactor facilities.

At the beginning of this paper, it was stressed that scholarship and research are supportive of teaching at all levels. Within McMaster University, the emphasis given to research activities in many fields goes well beyond that which can be justified on the basis of teaching alone. Unfortunately, there is no deterministic relationship between the student enrolment in particular fields at any point in time -- the factor which determines Provincial support -- and the needs of society for new knowledge, through research, in these fields.

In this respect, McMaster University supports fully the statement in the Report of the Commission on Post-Secondary Education in Ontario that,

"It is imprudent and harmful to establish a deterministic relationship between weighted numbers of students and the subsidization of research and special social projects. The existence and availability of such areas for support should not be decided upon by an enrolment vote..... Such a system will not guarantee breadth and quality in post-secondary education."





In the past, our large graduate enrolment in Science and Engineering generated enough income to support our extensive and highly regarded research efforts. The recent decline in graduate student enrolment, however, has made it difficult to maintain our former level of research activity since, to some extent, the graduate students have been replaced with research assistants, post-doctoral fellows, and technicians who do not generate income to offset the indirect costs of research.

Our ability to maintain strong research programs and to take advantage of new contract research opportunities in areas of great social relevance depends critically on the availability of funds to cover indirect costs. We urge, therefore, that any change in the operating formula which reduces the weights for graduate students be implemented only when research costs are covered by some other arrangement such as that envisioned in the COPSE Report, Recommendation 110. We fully endorse the principles of the scheme put forward in the COU response to this Recommendation.

In the Division of Health Sciences, the policy has been to promote the development of research in a limited number of areas related to the opportunities available at McMaster and within the District. An attempt has been made to establish programs which include the basic biomedical component through to applied and developmental research, including research in the health services sector. Recognizing the importance and difficulty of this approach, a Department of Clinical Epidemiology and Biostatistics has been established. This facility has served also as a base to facilitate development of an integrated, co-ordinated health system in Hamilton by providing support for operational research required by the Hamilton District Health Council.



The research programs have proven to be a powerful stimulus to the Education programs particularly since, in many cases, they actually parallel the themes of the Education Program. One achievement has been the application of knowledge from basic research to the management of blood clots in hospitalized patients which has provided an important stimulus to improve the standards of health care in this community. Patients admitted to hospital who are at risk of developing blood clots in their leg veins that can move to their lungs (pulmonary embolism) are now being treated effectively to minimize this risk.

At McMaster University, academic administration is currently channeled through three Vice-Presidents, each of whom is responsible for one of the Divisions of Arts, Health Sciences, and Science and Engineering, and the administrative functions in support of the associated research activities come within the framework of their individual responsibilities. In support of the Vice-Presidents, each Division has a Research Board or Scientific Committee to assist in the development and implementation of research policies and procedures.

In Arts, and Science and Engineering each application to a granting agency or foundation, or proposal to an industrial firm is scrutinized and approved on behalf of the Department, the Faculty, and the University in turn (by the applicant's Chairman, his Dean, and the respective Vice-President) to ensure that the proposed program is consistent with overall policies and that the University has the necessary resources. For applications in support of group research activities, such as a negotiated development grant, the respective Research Board participates actively in its formulation to ensure that the proposed



project will be viable within the financial limitations of the present time and foreseeable future. In Medicine the Committee on Scientific Development is also involved in the scrutiny of all applications.

To facilitate the provision of scientific services for industrial firms unable to maintain adequate facilities and personnel of their own and to provide services to larger corporations who undertake special programs of research which do not justify the acquisition of permanent laboratories and staff, the University's Centre for Applied Research and Engineering Design (CARED), one of the industrial research institutions developed by the Department of Industry, was established in 1967. As an industrial research institute, CARED maintains a small administrative staff and faculty advisory committee to foster interaction between the University and the industrial/commercial sector, as well as all levels of government. The extensive expertise and facilities available at the University can be thus utilized more widely and, indeed, have been augmented in certain specific fields of advanced technology. For example, special facilities have been provided in the metalworking area under the organization of the Canadian Institute for Metalworking.

Recently, a new organization involving a single academic Vice-President has been approved for implementation next July. In view of the significant increase in research activities at McMaster during the past two years and the important role that these activities play in the University's program, it is felt that the overall co-ordination and management for research should undergo a similar change, with the focus for the administrative aspects of all research activities coming under the responsibility of one office.



## VI PART-TIME STUDENTS





## 1. IMPLEMENTATION OF GUIDELINES FOR PART-TIME STUDENTS

McMaster has moved a long way in the past two years toward providing equality for students in the part-time degree programs.

A substantial move toward load teaching has been achieved, from less than 5% two years ago to over 39% which includes both the summer and winter sessions of 1973-74. Several new programs, including a B.Sc., B.S.W., and a concentration in Commerce, are now available to part-time degree students. Part-time students may select courses from the day program and full-time students may select courses from the evening program. Some part-time work is now offered in Engineering and a fuller program is under consideration.

Major changes have been accomplished toward bringing the course work in evenings and summers up to full equivalence with courses offered in the fall and winter day terms, by providing more class hours, tutorial sessions, teaching assistants, sectioning of large classes, and library access.

More satisfactory non-academic services including counselling and food services are now available on the campus for part-time students, although they do not yet have access to student health services or the athletic program.

A report of the Senate Committee on Undergraduate Education now awaiting action at the Faculty and Senate levels proposes changes in the academic credit system in the general direction of more flexibility which will, among other gains for part-time students, allow them to earn Honours degrees.



## 2. SUGGESTIONS FOR INCREASING ACCESSIBILITY FOR PART-TIME STUDENTS

### a) Increased funding:

- i) We believe that generous grants should be provided to assist part-time students and applaud the decision to extend loans to such students;
- ii) more employers should be encouraged to reimburse their employees for tuition and fees for approved programs.

- b) There should be an increase in child-care facilities during all periods when classes are offered.
- c) Work release plans should be developed by employers in order to permit employees to study part-time while continuing on the job. Arrangements to provide employees with educational leaves (say for a six week summer session) would also prove beneficial.
- d) Bringing courses to the students at convenient off-campus places and times has been an objective at McMaster for many years. This year McMaster has opened a downtown centre in Hamilton and is offering several courses at lunch hour, thus reaching a new group of potential students. (See attached brochure) Courses continue to be offered at Burlington, Grimsby, and Oakville.
- e) McMaster is now admitting part-time students four times a year-- September, January, May, and July--in contrast to the former two admission periods. This has proved already beneficial to about 200 mature students and offers possibilities for secondary school students who finish Grade XIII in January to begin immediately at university. The better meshing of Grade XIII and university is facilitated by the more flexible secondary school credit system.
- f) Multiple delivery systems: universities should be involved creatively in the production and delivery of courses via radio, cable, and audio-tape libraries. Such programs which might best be developed co-operatively by several Ontario universities would make university study more accessible.





# Down- town Centre

School of Adult Education  
McMaster University  
in co-operation with  
The Hamilton Public Library

An Invitation to Lunch and Learn  
McMaster Downtown Centre located on the second floor of the new Hamilton Reference Library, 52 James Street South, Hamilton, Ontario, is a new venture which it is hoped will provide educational opportunities for people in the Hamilton area who have previously been unable to attend courses at the main campus of McMaster University.

Take advantage of the central location and use your lunch hour to achieve your educational goals. It is intended that the programs will be as informal as possible. Bring your lunch with you if you wish.

## A Program for Everyone

- Degree Credit Courses  
Certificate and Professional Courses  
Special Programs of General Interest  
Listener privileges in degree and certificate courses allowing full participation at *half fee*
- Only degree courses require prior admission to the University

# offers courses down- town

## Fee Reduction

Husband and wife together may register in all *except* degree credit programs at fee and one half. Persons aged 65 or over may register in most courses without payment of *any* fees.

## Tuition is Deductible

Persons registered in any credit or non-credit program, the tuition fees for which exceed \$25.00, may claim income tax exemption for the whole amount. Official receipts will be made available.

## Cancellation of Courses

The University reserves the right to cancel any course because of insufficient enrollment in which case full refunds will be granted. Refunds for other valid reasons will be made prior to the third meeting of a class but not after that time.

# for your con- venience





### 3. PART-TIME GRADUATE WORK

McMaster University is firmly committed to a policy of encouraging and facilitating part-time study toward the M.A., M.Sc., M.Eng., and M.B.A. degrees. At present, the M.A. degree program is available on a part-time basis in about ten departments; the part-time M.Sc. degree is offered in six departments, and the part-time M.Eng. degree in five departments. During 1972-73, 515 graduate students were registered for part-time study, almost 300 of these in the M.B.A. program where the FTE of part-time students is almost equal to the full-time student numbers.

At the doctoral level the emphasis continues to be placed strongly upon full-time study. Given that the Ph.D. is the highest earned degree of the university and demands sustained intellectual endeavour of the highest order, then it is desirable that an uninterrupted program of full-time study be pursued. However, we recognize that economic or domestic circumstances may preclude such uninterrupted full-time work on the part of some highly qualified individuals, and we have introduced, therefore, a new program of half-time study for the Ph.D. At least one full-time year of thesis research must follow the years of half-time study. We anticipate that this new program will be especially attractive to women scholars.

We are still waiting for a decision from the Ministry of Colleges and Universities on the McMaster request of December 21, 1972 for funding for half-time doctoral students.





## 1. TENURE AND PROMOTION POLICIES

In 1970 McMaster ratified its policies on appointment, tenure and promotion for its full-time faculty members. This policy is based on the concept that our faculty will be engaged in both teaching and research and this is what distinguishes a true university from other post-secondary institutions such as the community colleges on the one hand and research institutes on the other. Thus to achieve tenure and be entitled to promotion a faculty member normally must demonstrate competence in both areas.

As we mentioned in Section I-4, we have been making a number of contractually-limited appointments in areas where there is some doubt of the long range need. In the same Section we referred also to the consideration that is being given to making tenure available to part-time faculty who have demonstrated the competence in teaching and research required of their full-time colleagues and where there is a strong expectation of continuing need.

While academic criteria must remain paramount in tenure considerations, we recognize that the University in its staffing policies must be alert to the changing preferences and interests of its students. Considerable flexibility has already been achieved through the movement from overload to load teaching of part-time students. Also, we have been encouraged by the expressed willingness of most faculty to adapt to new teaching needs and the University is actively exploring ways in which it can provide assistance in this regard. We also believe that early retirement as well as a movement from full-time to part-time teaching, with tenure, by older faculty may provide future elements of flexibility.



Over the years a pattern of progress through the ranks for Assistant Professor to Professor has developed. At McMaster, a faculty member with a doctorate normally serves six years as an Assistant Professor before satisfying the criteria in teaching and research which justify promotion to the rank of Associate Professor. The candidate for promotion must also have shown a willingness to contribute to the administrative work of the department. Outstanding Assistant Professors may be promoted in less than six years while those whose performance in teaching or research is judged to be below average will require more than six years to earn promotion.

The criteria for promotion to Professor are a record of strong contributions to teaching, usually at both the undergraduate and graduate levels, and evidence of a high order of sustained research achievement through publication of scholarly work that has contributed to the candidate's field in a significant way. In general, we consider that twelve years from the Ph.D., including six years as an Associate Professor, are necessary for the average faculty member to attain the level of accomplishment expected for promotion to Professor. Although some may be promoted in a shorter time, there will be others who may never achieve this rank.

## 2. SABBATICAL LEAVE POLICY

The University's system of sabbatical leave is designed to contribute to the professional resources and effectiveness of the faculty member and to the value of his subsequent service to the University community. A sabbatical leave may be granted when the proposed purpose of the leave is consistent with these criteria and when the



teaching program of a department and the interests of the University will not be seriously impaired by the faculty member's absence. Such leaves, when granted, are to be used for the pursuit of scholarship, e.g. for study, research or publication. A full-time tenured member of the faculty who presents an approved sabbatical program is eligible for sabbatical leave on completion of each six year period of full-time service on the teaching staff of McMaster University. Sabbatical leaves may be taken for either six months at full salary or twelve months at half salary. The University has approved, in principle, the payment of three-quarters of the salary of a faculty member who takes a twelve month leave. We intend to implement the policy of three-quarter salary as soon as possible since in recent years too few of our faculty have taken advantage of their sabbatical leave opportunities under our existing leave policy. We believe it is highly desirable to have an effective sabbatical leave program to enhance the quality of both faculty teaching and research. In addition, such leaves can be expected to extend the range of a member's expertise and often to prepare him for service in a different field from his own.

### 3. POLICIES ON COMMUNITY INVOLVEMENT

It is our policy to encourage members of the faculty to participate in public affairs both as private citizens and as persons whose expertise should be made available to the community-at-large. For example, members of the University have participated in the work of the Hamilton Urban Renewal Committee and on the Task Force on Community Self-Help Group of the Social Planning and Research Council of Hamilton and District.





Several members of the McMaster staff have been elected to City Council and district Boards of Education and we have recently developed guidelines for faculty seeking public office which are expected to become University policy this year. The members of our Health Sciences Division are, of course, deeply involved in educational and service programs in the Hamilton Health Region.

For several years now members of McMaster University have annually taken the lead in organizing a series of popular seminars at the Stratford Festival. These have attracted interested members of the public to spend a stimulating week at Stratford attending plays and discussing the various elements of the productions with the performers, directors and other creative artists associated with the Festival. So successful have these seminars proved to be that other faculty members were invited to present a similar program at the Shaw Festival in 1973.

#### POLICIES ON SUMMER SCHOOL TEACHING AND PRIVATE CONSULTING

The guidelines on load teaching which we described in Section I-4 have produced a significant increase in the number of our faculty who have taught in Summer School as part of their annual load. The fact that compensatory arrangements can be made for these faculty to concentrate on their scholarly work during the nine month regular academic year has contributed to this development. While we anticipate that the number of courses offered on load will continue to increase, it is probable that a significant percentage of Summer School teaching will be provided on an overload basis or by special contract appointments.



Finally, McMaster University has had since 1963, an official Policy on Private Consulting by Academic Staff Members. This describes the kinds of consulting in which faculty may engage and places a restriction on the number of days which may be devoted to such activities. It is our feeling that such consulting provides valuable interaction between our faculty and various public, professional and private bodies to the benefit of all parties concerned. Faculty often are afforded important opportunities for research by undertaking such consulting assignments. Our consulting policy is now under review and it is hoped that a revised set of guidelines will be approved during the current academic year.



## VIII STATUS OF WOMEN



## 1. POLICIES ON HIRING, REMUNERATION AND PROMOTION OF WOMEN

McMaster University is cognizant of the changing role of women in society and is guided by the goal of equity for all employees, regardless of sex. To achieve this goal, two special committees were established to advise and recommend on policies and procedures relative to equal rights: a Senate committee for academic staff and a Presidential committee for non-academic staff. Procedures have been reviewed in the last two years to ensure that practices met professed policies, and as a result a number of changes were made, some of which are detailed below.

Recognizing an apparent imbalance that has occurred in the employment of women in the past especially in faculty and higher level non-academic staff, the University has established policies and procedures which attempt to rectify this imbalance. The Senate Committee has made recommendations on such matters as representation on University bodies, the identification and appointment of capable women for senior appointments, and has encouraged research in this field. The University has just received a report from a special joint Presidential/Faculty Association committee which recommends in appropriate circumstances that part-time faculty be eligible for tenure and other rights comparable to those of full-time tenured faculty. This is significant for women who are able to work part-time only.

The policy for employment of non-academic staff was revised to require a "positive effort to seek capable women". To facilitate the influx of women into the non-academic staff, the University advertises its positions and provides for continuing appointments on an academic-year basis or for an extended leave during the summer.





Detailed non-discriminatory procedures exist for decision and review relating to both tenure and promotion of faculty. Recognizing the shortage of qualified women candidates for non-academic supervisory positions, the University has established a course on supervision to provide interested staff with the opportunity to acquire the knowledge and administrative skills to perform more demanding and responsible duties.

There has been a recent review of faculty salaries with a view toward rectifying inequities that may have occurred. Salary recommendations for faculty are reviewed at several levels to avoid discrimination. For non-academic staff appropriate levels of pay are established by the evaluation of position descriptions from which all reference to gender has been removed.

An analysis is made each year to monitor the percentage of females employed in each rank and category and to monitor the ratio of average salaries of female employees to male employees.

Since 1970 the University's fringe benefits have been amended to eliminate benefit differentials due to sex. For example, the survivor income insurance plan and the survivor income benefit under the pension plan were amended to provide benefits for the spouse rather than just the widow.

These examples of changes to policies are evidence of McMaster's determination to avoid discrimination against women.



## 2. POLICY ON EQUAL OPPORTUNITY FOR ADMISSION OF FEMALE STUDENTS

McMaster has a policy of equal opportunity for women in admission to all programs. We believe this has always been true in the formal and official sense and that there has been no deliberate discrimination against women. In the last two years McMaster has reviewed its policies to determine whether there has been any unintentional discrimination and we have adopted policies which encourage qualified women students to enrol in all programs. This has meant, in some cases, removing barriers which, although not aimed at women, may have applied more severely to them than to men.

Admissions and counselling practices have been reviewed to be sure that women have not been discouraged in seeking admission to undergraduate study, to honours programs, and to graduate study. Every Faculty and Department has been involved in this review with special attention to those areas in which the participation of women has historically been small. A number of changes have resulted from this review. Some of these are:

- 1) both undergraduate admissions counsellor positions are now held by women; one counsellor specializes in Science and Engineering admissions, and the other in Arts;
- 2) more flexibility has been introduced in our School of Adult Education, with more programs now offered on a part-time basis (such as the combined B.A. /B.S.W. program) and a wider choice of courses offered;
- 3) increasing attention is being given to part-time study at the Master's degree level;
- 4) regulations for Ph.D. work have been changed to permit half-time study for the doctoral degree.

These latter changes are expected to help meet the needs of women who cannot study full-time because of their current domestic responsibilities.



In admission to the Medical School, although there is an attempt not to have a bias in either direction, a higher proportion of total women applicants have been offered places. In 1973, 7.1% of women applicants were accepted while 3.6% of male applicants were successful in gaining admission. Of the current Medical School first-year class of 80, 30% are women.

The University has recommended to government officials that the method of computing financial aid and summer earnings be changed from recent practices which clearly discriminate against women in terms of amounts of financial aid they could receive.

In many of these areas, progress comes slowly, even though certain practices have been changed. We are glad to cite an appreciable increase over the past two years in the numbers of women in such traditionally male-dominated programs as the M.B.A. program and engineering, even though the overall number of women in these programs is small.



## IX STUDENT SUPPORT





## 1. NEW STUDENT AWARD PROGRAM - OSAP

At the time of writing, it was difficult to provide a definite assessment of the effect that the new student award plan has had. Nevertheless, the new program appears to have encouraged many students since we have had an increased number of applications and the awards appear to have been on the average higher than last year.

There has been a variety of views expressed by students and administrative members of the University advocating further revisions to OSAP. We have forwarded their recommendations to the Minister of Colleges and Universities although the University has not formally approved these proposals to modify the current benefits program. We understand that they are being given careful study.

## 2. McMASTER POLICY ON ENTRANCE SCHOLARSHIPS

Our awards program aims at attracting the best academically qualified students to McMaster. There are a number of reasons why students choose a particular university; based on two recent McMaster surveys the most important of these is the university's reputation, and secondly, the scholarship offerings. McMaster's policy on entrance scholarships is based on two important principles: (1) that the awards should be limited in value to remission of academic fees and (2) the best available predictor of a student's performance in university is his Grade XIII weighted average.

With respect to the first principle we believe that setting the awards at the level of fee remission provides the appropriate relationship



between a student's scholarship (academic performance) and his scholarship (award received). Such a monetary limitation also makes the best use of the OSAP provisions and has the additional merit of providing a basis for consistency of awards among Ontario universities.

We have adhered to the second principle because studies we have made in recent years tend to validate the reliability of this approach. Furthermore, McMaster makes one-year and four-year awards and the dividing line between the two categories is decided each year by the Senate Committee on Undergraduate Awards (See Table 4). Thus in 1973 we offered four-year scholarships to Grade XIII students whose overall average was 93% or better and one-year entrance scholarships to those whose average was 88% or better. In this connection we would welcome a new standard for assessing the results of Grade XIII students on a Province-wide basis.

It has been our practice to make one-year awards of \$400 which until recently was reasonably close to the amount of the academic fees; and the four-year awards for the best students were for the actual amount of the academic fees. We anticipate that next year both awards will provide equally for the remission of academic fees for the period involved.



## McMASTER UNIVERSITY

TABLE 4

NUMBER OF ENTRANCE SCHOLARSHIPS AWARDED  
(Only those supported by McMaster Funds)

	<u>1970</u>	<u>1971</u>	<u>1972</u>	<u>1973</u>
* 84.0% - 90.42%	109			
# 90.57% and over	17			
* 85.71% - 90.28%		75		
# 90.42% and over		16		
* 88.33% - 91.33%			37	
# 91.5% and over			35	
* 88% - 92.83%				59
# 93% and over				20
<hr/>				
* \$400 (1 year only)				
# 4 Year Remission of Fees				



X FINANCE - OPERATING





## 1. INTERNAL BUDGET POLICY AND PROCEDURES

McMaster has had, for the last several years, a President's Budget Advisory Committee composed of the Vice-President--Administration as Chairman, three academic vice-presidents, three faculty members, one graduate student and one undergraduate student.

During the month of March, and after extensive examination of proposals, the Committee reports to the President on the results of its review and recommends an expense budget in keeping with the forecast resources for the period.

In its deliberations the Committee endeavours to base its recommendations on actual program needs and to resist undue steering pressures resulting from the external operating formula.

## 2. COMMENTS ON THE ONTARIO OPERATING GRANTS FORMULA

The COU/CUA Joint Subcommittee on Finance/Operating Support has recently developed a proposal for the revision of the Ontario operating grants formula. We, therefore, propose to discuss the formula system of financing primarily in the light of the recommendations of the Joint Subcommittee as set out in the document A Proposed Method for Revision of the Ontario Operating Grants Formula.

First, we are convinced that slip year financing is a definite aid to planning. Ontario universities operate in an environment where their fiscal year begins six months before enrolment is known, a situation which



has heretofore greatly hampered planning and flexibility. Slip year financing has alleviated this problem and we strongly urge that it be retained.

The proposal of the Joint Subcommittee incorporates slip year financing and extends its basic purpose of providing lead time for planning in a way that increases financial stability in individual universities. McMaster believes this approach is a desirable modification to slip year financing. We support the proposition which includes adjustment grants necessary to achieve viable status for certain universities, thus eliminating the need for future compensatory grants.

We urge, however, that all professional programs presently excluded from slip year financing because of special growth situations, especially Medicine, should continue to be funded on the basis of actual enrolments until the agreed-upon steady-state enrolments are approached. (McMaster, at the request of government, continues to increase its first-year intake in Medicine and will move from this year's level of 80 to 100 in 1975-76. Consequently, much of our growth in Medicine is still ahead of us).

Major professional programs which are still in the build-up stage should have their growth calculated on the basis of the "old" rather than the "new" weights. Otherwise, we shall arrive at a situation where, at the steady-state, the average weight for students in a newly established program will be distinctly different than that in an older program. (In Medicine, this difference would approach 10%). The consequence would be a major underfunding of the new program resulting in a lower quality of work or a significant diversion of funds from other areas in the University.



The proposed new weights reduce the research support for doctoral students significantly and in this respect seem to reflect the arguments in the COPSE Report "that funds given to institutions for educational purposes should be separated from funds received for other purposes, including research . . .". To the extent that doctoral programs are expanded, the new formula will have an adverse effect unless Recommendation 110 (b) of the COPSE Report is implemented and payments for research are made, based on quality assessments within each field or discipline. Section V (1) comments on our position regarding this important matter.

### 3. A METHOD FOR ARRIVING AT THE BIU VALUE IN 1975-76 AND IN SUCCEEDING YEARS

Historically the annual increase in the BIU (11.7% in 1968-69, 5.6% in 1969-70, 6.0% in 1970-71, and 4.9% in 1971-72) was adequate to cover inflation. That has not been the case more recently (2.0% in 1972-73 and 3.4% in 1973-74). The low rates of increase in the BIU value in 1972-73 and 1973-74 came at a time when inflation was accelerating. The recent announcement that the 1974-75 BIU value would increase by at least 5% recognized the inadequacy of increases that fell well below increases in appropriate price and salary indices. That announcement was most welcome.

In view of the present strong inflationary trend, it is essential that a method be developed for objectively determining the value of the inflationary factor in university costs and hence for establishing the value of the BIU on a more equitable basis than appears to have been the case in the past.



We propose that the change in the value of the BIU for a given year be related to the changes that have occurred in the Ontario Wage Index and the Industrial Price Index during the proceeding year. In this approach the Ontario Wage Index would be weighted in relation to the proportion of the university expenditures for compensation for the system as a whole as would the Industrial Price Index to the proportion of university expenditures for goods and services. For 1974-75, this method would produce a BIU value of \$1,973 which is 8.1% greater than the previous year.

This method of objectively determining the increase in the BIU (inflation factor) required to meet the inflationary cost pressures on universities is directly applicable to the new financing formula proposed by the Joint Committee. The value resulting from these calculations (8.1% in the example given) could be directly substituted for the percentage inflation in costs in the proposed formula in 1975-76 and succeeding years.

McMaster would urge that this type of approach to determining increases in operating grants due to inflation--one that accounts for the nature of inflationary pressures in a labour-intensive environment--be adopted.





## XI FINANCE - CAPITAL



## 1. CYCLICAL RENEWAL AND OTHER CAPITAL REQUIREMENTS

The interim capital formula includes two elements for maintaining the quality of the physical plant: the age/quality discount and the cyclical renewal factor. We regret the suspension of these elements because, even if there is no new construction at this time, it is important to keep the physical plant in an acceptable and safe condition.

We would suggest the age/quality discount be continued as an element of the formula until the current target of discount is achieved especially if there is to be no new construction at this time.

Cyclical renewal, however, should be separated from the interim capital formula and funded independently. A simple formula should be used to avoid getting bogged down in semantics, technical jargon and interpretation. A life-time factor should be established. Each component of a building, the structure, the facade or skin, the electrical system, the mechanical system and so on, has an expected life-time and the life-time of the building can be estimated, using the weighted average life-times of these elements. The present cyclical renewal factor assumes a life-time of 100 years. This might be suitable for the structure and foundation but it is too long a life-time for mechanical and electrical systems, the roof and many other elements. An in-depth study could be made to estimate the respective life-time of each element but, pending this and in order to establish funding immediately, we suggest the assumption of a 50-year life-time for a building.

In establishing an appropriate cost base, we propose that the present value of \$55 per each net assignable square foot be used at the beginning but in the future a value reflecting changed costs should be employed.



The annual entitlement for any university using these factors would be the total undiscounted net assignable square footage of the university's inventory  $\times \$55$  (or the value in effect)  $\times \frac{1}{50}$ . An adjustment factor would be needed to take care of the changed costs each year if the funds were not used that year. To accomplish this, any unused entitlement would be carried over year by year and adjusted by the ratio of the changed value to the previous value.

Cumulative entitlement would therefore be unused entitlement, so adjusted, plus the annual entitlement generated year by year. Such funding would make it possible to keep university buildings in an acceptable and safe condition for the purposes intended. Theoretically, if no funds were spent, this formula would generate enough capital to replace the building in fifty years. In practice, if the various elements were restored to a condition as good as new by progressive restoration during this fifty-year period, a building just as satisfactory for the original purpose would always be available.

This formula will not provide funds needed to comply with new, increasingly stringent regulations of the Fire Marshal and codes of other regulatory bodies. Such requirements cannot be anticipated. Thus, one can comply with all regulations at the time of design, be forced to change plans and specifications during construction, and ten years later have to make expensive changes because codes have been changed. Although this is for the common good, it also generates a need for funds which cannot be adequately covered by existing formulae. These changes should be funded by the Province upon receipt of a proposal from the university and each case could be judged on its own particular merits.



Also, the funding of utilities and services as well as the cyclical renewal of these elements of the physical plant should continue to be based on specific proposals.

We see no severe short-run difficulties in adjusting our physical plant to changing student preferences. If, however, a change becomes necessary involving a major upgrading of facilities, for example, the addition of extensive electrical and mechanical facilities, financing will become a serious problem.

The development of libraries presents a special problem. Regardless of enrolment growth, our library holdings will continue to grow. We are making greater use of microfilm, microcards and microfiche and the remote storage of rarely used material but these measures will not solve the problem. It is suggested that the problem be studied in depth and a generation factor be introduced in the interim capital formula in order to make possible the proper development of library facilities.

## 2. INTERNAL ALLOCATION OF SPACE

Prior to the introduction of the Provincial Interim Capital Formula (1969), space standards for such facilities as offices, laboratories and classrooms were established and were used as guidelines in the planning of new projects and as a guide in allocation and control of existing space.

The introduction of the Provincial Interim Capital Formula in 1969 emphasized the need to develop space standards covering all functions and to develop a functional formula for internal use. To this end a committee began work on an internal space formula system.





The goal of this committee is not to duplicate any work done by the COU Task Force on Space Utilization. Rather, the committee is working to develop an internal space allocation formula utilizing as fully as possible the work done by the Task Force. When this formula is complete, it will provide a tool for use in designing new projects as well as the reallocation of existing space.



# 1. PRIORITIES, RATES OF ATTRITION AND REPLACEMENT OF STAFF AND ECONOMIES IN PHYSICAL PLANT OPERATIONS

In effecting economies in the University operation every effort has been made to maintain our academic staff at a level which will ensure that the quality of education is preserved or even improved. Accordingly, rigid hiring policies have been in effect for several years in all non-instructional areas and no replacements are made until the need has been thoroughly justified. The reductions in staff in these areas has been accomplished mainly through attrition.

Table 5 summarizes the changes that have occurred in staffing in the years 1971-72 and 1972-73 exclusive of the Health Sciences Division. Since this Division is relatively new and is expanding rapidly, the rapid build-up of staff in this area would mask the trend for the University as a whole.

In summary, the largest reduction in 1971-72 staff occurred in Physical Plant and Operations where there was a decrease of 4.0%. In 1972-73, a further decrease of 2.5% was achieved in this category. In addition, there was a 2.2% decrease in office, laboratory and library staff in that year.

These staff changes are placed in perspective when compared with the increase in the number of Basic Income Units for the years in question. (See Table 6) The increase in BIU's was substantially greater than the overall increase in personnel in 1971-72, 6.4% compared to 2.6%. This trend continued in 1972-73 when there was a reduction in staff by 1% and essentially no change in the number of income units. In both years, however, there has been an increase in academic staff and a smaller increase or a decrease in service staff.



TABLE 5

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UNIVERSITY STAFF CHANGES EXCLUDING HEALTH SCIENCES1971 - 1972

## Terminations

Category	Retired	End of Contract	Resignation & Other	Total	New Appointments	Net Changes	Number Employed		Rate of Change
							July /71	June /72	
1. Physical Plant & Operations	9	-	88	97	79	-18	490	472	-3.96%
2. Office, Laboratory & Library	6	8	168	182	217	+35	1080	1115	+3.24%
3. Faculty*	-	8	11	19	55	+36	466	502	+7.73%
TOTAL	15	16	267	298	351	+53	2036	2089	+2.60%

1972 - 1973

## Terminations

Category	Retired	End of Contract	Resignation & Other	Total	New Appointments	Net Changes	Number Employed		Rate of Change
							July /72	June /73	
1. Physical Plant & Operations	5	-	94	99	87	-12	472	460	-2.54%
2. Office, Laboratory & Library	16	8	225	249	224	-25	1115	1090	-2.24%
3. Faculty*	1	16	10	27	43	16	502	518	+3.19%
TOTAL	22	24	329	375	354	-21	2089	2068	-1.01%

\*Excludes visiting staff, those paid from grants &amp; part-time faculty.



TABLE 6

COMPARISON OF RATE OF CHANGE IN PERSONNEL  
WITH RATE OF CHANGE IN BIU' s

1971 - 1972

	Change in Personnel %	BIU' s 1970-71	BIU' s 1971-72	Change in BIU' s %
University excluding Health Sciences	+2.60	14,934.5	15,888.7	+6.39

1972 - 1973

	Change in Personnel %	BIU' s 1971-72	BIU' s 1972-73	Change in BIU' s %
University excluding Health Sciences	-1.01	15,888.7	15,864.6	-0.15





Attention should be drawn to the achievements of our Department of Planning and Physical Plant where considerable progress has been made in effecting economies. The best indication here is that for 1972-73 the actual maintenance cost per gross square foot of building was down by 1.1% and the current budget for 1973-74 is up by less than 1/4 of 1%, all in spite of significant increases in wage rates, utility rates and materials costs.

This has been accomplished by reducing the level of custodial service by about 10%, rescheduling work from the day and afternoon shifts to the night shift, an overall increased concern for cost reduction continuously expressed by managers, a well-designed preventive maintenance program, a training and review program for foremen, and work studies which have effected economies.

Other significant improvements were made in the Administrative Services area where a break-even position was achieved in our Food, Residence, Conference and Bookstore operations for 1972-73. This represents a very significant accomplishment.

While we have allocated a larger portion of our resources to academic staff at the expense of maintenance, service and administrative operations, we cannot continue such trade-offs without serious consequences and accumulating problems for the future.

Even though we have achieved significant economies in the area of Physical Plant and Administration, it has still been necessary to defer the purchase of scientific equipment, library acquisitions and staff appointments, all of which are badly needed to maintain our academic programs.



XIII MISCELLANEOUS



## 1. AVAILABILITY OF UNIVERSITY FACILITIES TO OUTSIDE ORGANIZATIONS

McMaster University encourages the use of its facilities by persons and organizations not directly associated with the University whenever such use will not interfere with a prior commitment to our academic programs. Thus, we encourage conferences on our campus, particularly during the summer months, as these make possible the more extensive use of residence facilities and food services and thus reduce the fees we must charge our students during the academic year.

As we have indicated in previous reports, McMaster and Mohawk College have encouraged the sharing of one another's facilities including our library resources and scientific equipment. Our Division of Health Sciences has also participated in joint educational programs with the Division of Health Sciences of the College. In these programs, we have shared in the planning process and have provided the Anatomy, Physiology, and Pathophysiology component, plus essential aspects of the clinical experiences for students in Mohawk diploma programs. These students also receive a McMaster Certificate on graduation.

The joint programs include Physiotherapy which is now concluding its second year of operation. Newly underway are Medical Laboratory and Radiography programs and a proposal for a program in Occupational Therapy has been fully developed and approved by both our institutions.

Several new steps have been taken recently to extend into other areas the interchange and sharing of staff expertise between Mohawk College and the University. For example, we worked closely in the planning and organization of the founding Conference of the Canadian



Association for Co-operative Education which took place on our two campuses in September 1973. We are pleased that even closer liaison has lately been established between our counterpart administrative officers and this development promises to improve planning, avoid unnecessary duplication and produce significant economies in the operation of both our institutions. We have also reached an agreement with hospitals in the Hamilton Regional Health Services to provide them with access to computer facilities.

Hamilton organizations devoted to music also make use of campus rehearsal and performance areas. For example, the Kiwanis Music Festival annually brings hundreds of young performers and even larger audiences to our campus. The Hamilton Philharmonic Orchestra uses our rehearsal rooms and the Hamilton Chamber Music Society holds its concert series in the Ewart Angus Theatre in the McMaster University Medical Centre.

The University's athletic facilities are available for gymnastics, basketball, swimming and track and field tournaments to teams and athletes from this and other areas. Classrooms and meeting rooms are extensively used by community organizations and societies for whom only a nominal charge is made unless extensive janitorial services are required. Our overall Library policy aims at making our books, documents and services available to the public as far as it is possible to do so and still meet the needs of the University community.

As we have indicated previously in this submission, the sophisticated facilities of CARED are available to assist industries across the country. These facilities are available for research and advice on





complex technical problems in such areas as waste recycling, automation in manufacturing, numerically controlled machine tools and other high technology areas. The Canadian Institute of Metalworking is allied with this program as it provides expertise to the metalworking industry.

The utilization of our general facilities combined with the research outreach of faculty members are frequently combined in the sponsoring and hosting of national and international symposia, conferences and meetings. University facilities are also adapted to serve scholarly and research communities by provision of editorial space and headquarters facilities.

The Hamilton Spectator has recently begun a weekly column entitled "Mac Invites You" in which we extend a cordial invitation to the general community to join us for lectures, plays, concerts, athletic events and art exhibitions. The response has been encouraging.

## 2. UNIVERSITY VIEWS ON METANET

McMaster believes that the development of a computer network has a high potential, in the long term, of markedly improving computer services available to the universities of Ontario at less cost than independent centres. Given current financial stringencies, however, we will not have additional resources to contribute to exploration of new developments as long as we have to maintain our own computing capacity as well. Therefore, we consider that in the early phases of development of METANET additional funding will have to be provided.

We feel that the first phase of development should be the establishment of clearly defined policies for the sharing of hardware



and software and the identification of an authority to manage and develop shared resources. Success in these ventures would lead through natural evolution to consideration of a network and should ensure rational planning and distribution of responsibility.

### 3. UNIVERSITY VIEWS ON UNIVERSITY LIBRARY CO-ORDINATION

McMaster favours close co-operation between university libraries in Ontario while maintaining the separate identity of each library. McMaster has considered itself, through the University Librarian and through the University academic administration, to be a strong proponent of university library co-ordination in Ontario and to a substantial extent for all of Canada.

McMaster is currently participating with one or more other Ontario university libraries in the following projects:

- 1) a union list of serials;
- 2) a computerized list of government documents;
- 3) a co-operative cataloguing scheme using MARC. This cataloguing plan is being actively pursued as a new step toward:
  - a) centralized processing of new acquisitions,
  - b) a union catalogue of holdings of all Ontario universities.
- 4) Subject Authority Project: a MARC-based subject file of L.C. subject headings and expansions adapted to affect the Canadian aspects in history, law, and literature;
- 5) Map Project: to develop a co-operative map cataloguing scheme, and develop a union list of maps for Ontario university libraries.

On a proposed co-operative project--a study of depository libraries for Ontario universities--McMaster stands ready to co-operate as soon as



the project gets underway, having already gained some experience with compact storage of part of our collection. Further, McMaster has begun work with most academic departments in developing guidelines for the preparation of statements on collection policy in various disciplines.

McMaster has been one of the more active libraries in the Province in the Inter-Library Loan Plan. In terms of the number of volumes lent, McMaster has been second only to the University of Toronto.

McMaster is actively participating in these several programs and hopes that, within the period of three to five years, substantial economies will be achieved through co-ordination. These economies are expected to be realized in several areas:

- 1) the use of professional staff;
- 2) cost of processing of new acquisitions;
- 3) selective build-up of holdings with reduction or elimination in unplanned duplication;
- 4) cost of on-campus storage space for collections.

It is important that we be realistic regarding the economies that may be achieved. Even with the fullest co-operation and co-ordination, it will be some time before major economies will be achieved in most of these areas. Major financial economies must be balanced against possible losses in accessibility and convenience for readers. And the short term costs are high to separate a collection between the more heavily used and less frequently used books, periodicals, and documents.



Thus, McMaster favours and supports continuation of moves toward library co-ordination and the use of technology to reduce capital expenditures, but with the recognition that economies may be realized only slowly and that there will probably be a continuing need for growing collections and library space on each campus.

#### 4. GRIEVANCE PROCEDURES

There is a formal grievance procedure for faculty wishing to appeal decisions on tenure and promotion. Senate has decided that such an appeal is to be referred to an ad hoc committee composed of three members of faculty unassociated with the committee which made the original recommendation that led to the decision under appeal. The ad hoc committee can review or call for such evidence as it deems relevant and necessary to the resolution of the issues involved in the appeal. These ad hoc appeal committees report their findings to the Senate but their decisions are final and binding.

In other matters, a faculty member normally presents his grievance on an informal basis to the appropriate academic administrative officer and this procedure seems to have worked well. There are no formal procedures for faculty launching grievance procedures against students or fellow faculty or for staff launching grievances against faculty or students. Although faculty also have the option of lodging complaints through their Association this avenue has usually not been necessary for individual grievances in the past.

All students have access to fair and equitable procedures for the lodging and hearing of complaints arising out of University regulations,





policies, and actions affecting them directly. Informal and formal procedures involving instructors, Departmental Chairmen, Faculty Deans of Studies or the Dean of Graduate Studies and the Dean of Students have been established; and these must be followed before a student who remains unsatisfied concerning his or her allegations of injustice may appeal to the Senate Board of Student Appeals. After that Board has heard a particular case in which an allegation of injustice has been made by a student, it reports its decision to the Senate. If the authority for rectifying the injustice does not lie entirely within the province of the Senate, a decision is not made; instead, a recommendation only is made to the Senate which will, in turn, refer the matter to the Board of Governors for action.

Steps have been taken to inform both faculty and students of the respective grievance procedures available to them. In addition, the Handbook for Non-Academic Full-Time Employees describes the appeal procedures that have been established for these members of the University community.









